



UTAH
Social Studies Level 6
***World History: Journey Across Time* © 2006**

OBJECTIVES	PAGE REFERENCES
ANCIENT WORLD CIVILIZATIONS AND EUROPEAN INFLUENCE	
COURSE DESCRIPTION: Students will focus on time, people, and places along a historical continuum from the rise of civilization to the modern day. One-third of the year should be spent in the study of ancient cultures, one-third in the Middle Ages and the Renaissance, and one-third in the study of modern Europe. The influence of ancient cultures and European ideas on western civilization makes the sixth grade world connection. Using life, process, and character skills, sixth graders will gain a comprehensive awareness of the changes in our world throughout time. They will explore the beginnings of our governance system and practice the democratic process.	
TIME	
STANDARD 6060-01 Students identify the sequence of events that led to the establishment of ancient civilizations.	
OBJECTIVE 6060-0101 Examine the scientific processes of studying cultures over time. <ul style="list-style-type: none"> • Archeology. • Anthropology. 	SE: <i>Tools of the Historian</i> TOOLS1-TOOLS13 <i>Skillbuilder Handbook</i> 905, 906, 909, 910, 913, 919 TWE: EC TOOLS2 CTA TOOLS4, TOOLS12
OBJECTIVE 6060-0102 Identify the sequence of history in the Fertile Crescent and ancient Egypt. <ul style="list-style-type: none"> • Examine how life in the Fertile Crescent changed over time; e.g., hunter/gatherer to agrarian society. • Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy. 	SE: 13-15, 17-23, 26-30, 38-46, 47-52, 59-67 <i>The Way It Was</i> 42-43 <i>Understanding Charts</i> 44 <i>Using Geography Skills</i> 62 <i>Biography</i> 66
OBJECTIVE 6060-0103 Trace the development of ancient Greece and Rome. <ul style="list-style-type: none"> • Examine the sequence of events that led to the development of democracy in ancient Greece. • Analyze the events that led to the rise and fall of ancient Rome. 	SE: 116-123, 124-130, 138-146, 262-267, 268-276, 277-283, 286-294, 302-310, 317-326 TWE: CTA 142

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STANDARD 6060-02 Students trace the development of European history from the Middle Ages to 1900.	
<p>OBJECTIVE 6060-0201 Trace historical events of the Middle Ages and the Renaissance.</p> <ul style="list-style-type: none"> Identify the stages of organization of governance; e.g., Germanic tribes, feudal system, merchant class, city-states. Contrast the economic systems of the feudal manor and the Italian merchant-princes. 	<p>SE: 512-521, 522-531, 534-543, 544-552, 553-558 <i>Using Geography Skills</i> 514, 516, 518 <i>You Decide</i> 532-533</p> <p>TWE: RT 523</p>
<p>OBJECTIVE 6060-0202 Describe the development of European countries from 1700 to 1900.</p> <ul style="list-style-type: none"> Examine how European countries developed over time; e.g., politics, war, economics, religion. Identify major events of revolution and their effect on Europe; e.g., industrial, French, Russian. 	<p>SE: 714-723, 724-730, 731-741, 744-748, 793-796 <i>Using Geography Skills</i> 725, 747 <i>You Decide</i> 742-743</p> <p>TWE: CTA 727, 747</p>
STANDARD 6060-03 Students trace the development of modern Europe from 1900 to the present.	
<p>OBJECTIVE 6060-0301 Examine the effects of war and political unrest on Europe.</p> <ul style="list-style-type: none"> Investigate major causes of World War I and World War II; e.g., economics, invasion, tyranny. Identify technological and military developments of World War I and World War II; e.g., trench warfare, airplane, military armament. 	<p>SE: 780-786, 789-792, 808-811 <i>Using Geography Skills</i> 781, 786, 787, 790 <i>Trenches of World War I</i> 784-785</p> <p>TWE: RT 781 ICA 784</p>
<p>OBJECTIVE 6060-0302 Investigate political and economic development of post-World War II Europe to the present.</p> <ul style="list-style-type: none"> Examine political developments of Europe; e.g., NATO, Cold War, Eastern Europe unrest. Explore the economic development of Europe; e.g., the Common Market, European Union. 	<p>SE: 831-836, 839-840, 880-884, 887-891 <i>Using Geography Skills</i> 832, 834, 883, 891</p> <p>TWE: CLA 840 CC 891</p>
PEOPLE	
STANDARD 6060-04 Students explore the cultures of ancient civilizations.	
<p>OBJECTIVE 6060-0401 Explore the culture of the Fertile Crescent and ancient Egypt.</p> <ul style="list-style-type: none"> Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi's Code, slave labor, gender roles. Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics. 	<p>SE: 16-23, 26-30, 45-46, 49-52, 60-67 <i>Sumerian Ziggurat</i> 18-19 <i>Biography</i> 22 <i>You Decide</i> 24-25</p> <p>TWE: CC 20 ICA 20</p>

OBJECTIVES	PAGE REFERENCES
<p>OBJECTIVE 6060-0402 Explore the cultures of ancient Greece and Rome.</p> <ul style="list-style-type: none"> • Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science. • Describe life in ancient Rome; e.g., government, religion, recreation, art. • Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum. 	<p>SE: 122-123, 124-130, 138-144, 154-163, 265-267, 268-271, 278-279, 302-310 TWE: EC 129 DI 304</p>
<p>OBJECTIVE 6060-0403 Identify the roots of democratic and republican forms of government.</p> <ul style="list-style-type: none"> • Describe the components of Greek democracy; e.g., assembly, citizenship, banishment. • Describe the representative government of Rome; e.g., senate, citizenship, noncitizens, slaves, plebeians. • Identify important leaders of Greece and Rome; e.g., Pericles, Caesar. 	<p>SE: 129-130, 139-140, 268-271, 280-281 <i>Understanding Charts</i> 140 <i>Biography</i> 141 TWE: PR 112 DI 270 CTA 271 ICA 273</p>
<p>OBJECTIVE 6060-0404 Participate in democratic processes.</p> <ul style="list-style-type: none"> • Take part in establishing classroom rules. • Compare the responsibilities of a good citizen in the United States to a good citizen in Greece and Rome. • Practice the responsibilities of good citizenship; e.g., patriotism, respect others, be responsible. • Make a contribution to the school, neighborhood, and community; e.g., service project. • Participate in patriotic tradition; e.g., pledge allegiance to the flag. 	<p>SE: 325-326, 840-841 <i>Understanding Charts</i> 140 TWE: PR 112 CAY 122 ICA 128, 273 DI 270 CTA 271 EC 892</p>
<p>STANDARD 6060-05 Students examine the development of European culture from the Middle Ages to 1900.</p>	
<p>OBJECTIVE 6060-0501 Describe life under the feudal system.</p> <ul style="list-style-type: none"> • Compare the lives of a feudal lord and serf. • Examine the role of religion in everyday life. • Describe economic structures of the feudal system. 	<p>SE: 522-531 <i>A Medieval Manor</i> 524-525 <i>A Medieval Castle</i> 527 <i>You Decide</i> 532-533 TWE: RT 523 MAA 523 DI 524 CTA 525 IAW 526 ICA 526</p>

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<p>OBJECTIVE 6060-0502 Explore the impact of inventions and new knowledge leading to and during the Renaissance.</p> <ul style="list-style-type: none"> • Explore technological and scientific developments of the time period. • Examine the influence of merchant princes of Italy on the development of art and architecture. • Identify the Renaissance masters and their contributions to art and architecture, perspective, portraiture, and sculpture. • Analyze the impact of the Reformation on Western Europe. 	<p>SE: 608-615, 618-626, 633-641 <i>Primary Source</i> 614, 621 <i>You Decide</i> 616-617 <i>Biography</i> 622 <i>The Way It Was</i> 624</p> <p>TWE: CTA 611 RT 619</p>
<p>OBJECTIVE 6060-0503 Examine social and economic issues of Europe from 1700 to 1900.</p> <ul style="list-style-type: none"> • Determine the impact of the Industrial Revolution on Europe; e.g., labor, manufacturing, trade, availability of goods. • Identify the social classes of Europe; e.g., aristocracy, merchants, commoners. • Describe the impact of the French and Russian Revolutions on the people of Europe. • Describe how social and economic issues led to emigration. 	<p>SE: 714-723, 724-730, 731-741 <i>The Way It Was</i> 733</p> <p>TWE: CTA 717 EC 719 ICA 728, 735 DI 733 CC 737</p>
<p>STANDARD 6060-06 Students examine the development of European culture from 1900 to the present.</p>	
<p>OBJECTIVE 6060-0601 Analyze the impact of war on Europe.</p> <ul style="list-style-type: none"> • Examine the reasons for war; e.g., religion, politics, power, economics. • Identify the governance structures of Europe from 1900 to 1945; e.g., fascism, socialism, communism. • Analyze the consequences of war on Europe; e.g., poverty, famine, disease, destruction of life and property. 	<p>SE: 780-786, 789-791, 808-810, 814-818, 827, 830</p> <p>TWE: RT 781 EC 785 CLA 818 CTA 827</p>
<p>OBJECTIVE 6060-0602 Explore the culture and current events of modern Europe.</p> <ul style="list-style-type: none"> • Examine governance and economic structures. • Explore the effect of world influence on country traditions; e.g., pop music, clothing, food. • Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders. 	<p>SE: 880-884, 887-892 <i>Using Geography Skills</i> 883, 891 <i>History Makers</i> 889</p> <p>TWE: RT 881 DI 882, 889 EC 885 CC 891</p>

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PLACES	
STANDARD 6060-07	
Students explore the geographical features of ancient civilizations.	
<p>OBJECTIVE 6060-0701 Examine the major physical and political features of early civilizations.</p> <ul style="list-style-type: none"> • Compare the physical features surrounding the Fertile Crescent and ancient Egypt; e.g., water, deserts, mountains. • Examine the importance of water in the development of civilization. • Analyze the importance of geographical features and climate in agriculture. • Compare historical and modern maps of the region. 	<p>SE: 17-18, 39-41 <i>Using Geography Skills</i> 13, 17, 28, 39, 62 <i>The Way It Was</i> 42-43</p> <p>TWE: EC TOOLS6 PR 4</p>
<p>OBJECTIVE 6060-0702 Explain how the physical geography of a region determines isolation or economic expansion.</p> <ul style="list-style-type: none"> • Examine the impact of mountains and seas on ancient Greece. • Analyze the geographic features that aided Rome's growth; e.g., Mediterranean Sea, Red Sea, Nile River, mountains, plains, valleys. • Compare historical and modern maps of the region. 	<p>SE: 117, 263-264 <i>Using Geography Skills</i> 117, 121, 125, 263, 269 <i>Linking Past & Present</i> 290</p> <p>TWE: CC 118 RT 263</p>
STANDARD 6060-08	
Students examine the boundary changes of Europe from the Renaissance to 1900.	
<p>OBJECTIVE 6060-0801 Analyze the influence of geographic features in determining country borders.</p> <ul style="list-style-type: none"> • Use maps to identify the geographic features of Europe. • Relate the establishment of countries to the physical features of Europe. 	<p>SE: 513-514, 518-519, 611 <i>Using Geography Skills</i> 514, 516, 538, 557, 609, 639, 688</p>
<p>OBJECTIVE 6060-0802 Determine the influence of political change on country borders.</p> <ul style="list-style-type: none"> • Compare maps of Europe from 1700 to 1900. • Describe the role of politics in changing country borders from 1700 to 1900. 	<p>SE: 688-689, 714-723, 746-748, 781-783 <i>Using Geography Skills</i> 688, 722, 747, 781</p> <p>TWE: CTA 747</p>
STANDARD 6060-09	
Students analyze European boundary changes from 1900 to the present.	
<p>OBJECTIVE 6060-0901 Investigate the role of invasion on changing political boundaries of Europe.</p> <ul style="list-style-type: none"> • Compare the changes in country borders before and after World War I. • Locate the Allied and Axis powers during World War II. • Compare pre- and post-World War II boundaries. 	<p>SE: 791, 814-815, 834-835 <i>Using Geography Skills</i> 781, 790, 814, 832, 834</p> <p>TWE: DI 826</p>

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<p>OBJECTIVE 6060-0902 Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today.</p> <ul style="list-style-type: none"> • Identify the European countries that emerged in 1990. • Compare maps of Europe in 1990 with those of today. • Identify current political and physical boundaries of modern Europe. 	<p>SE: R16-R17, R22-R23, 882-884 <i>Using Geography Skills</i> 883, 891 TWE: EC 885</p>

Codes Used for TWE Pages

CAY	Citizenship and You
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
EC	Extending the Content
IAW	In a Word
ICA	Interdisciplinary Connections Activity
MAA	More About the Art
PR	Purpose for Reading
RT	Reading the Text